



Information and Guidelines booklets

Key features



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Section 1: Aims of the placement

- Found in the Introductory pages of each booklet
- Written as broad statements that link pre-service teachers' previous experience with expected progress for the placement
- Goal is to ensure PSTs receive opportunities to develop in specific areas that are the focus of new professional learning in a placement (i.e. the content of a Professional Practice or Professional Praxis unit)

Sample Aims Statement: (Professional Practice 1)

The main aims of the Professional Practice 1 placement are to:

- Enhance pre-service teachers' awareness of the impact of teaching practice on student learning
- Support first year pre-service teachers to build confidence and make connections between theory and practice in an authentic classroom setting
- Provide opportunities for pre-service teachers to practise communication skills and strategies for planning, teaching, managing and assessing student learning
- Promote positive attitudes to professional learning by providing pre-service teachers with feedback on their progress and achievement against selected focus areas of the Australian Professional Standards for Teachers at an introductory level.

Section 2: Expected Outcomes

- Found in the Introductory pages
- Written as specific statements that describe what the pre-service teacher should be able to do by the end of the placement.
- Link explicitly to the “Guide to Making Judgements” to support feedback, supervising teachers’ classroom observations and valid assessment of pre-service teachers progress during the placement.

Sample of Expected Outcomes: Professional Practice 1

Specifically, by the end of the Professional Practice 1 placement, the pre-service teacher will be able to:

- Prepare for teaching by writing lesson plans that guide instruction and assess student learning against set learning goals
- Use oral and written communication, basic questioning and feedback skills, and teaching strategies to explain the content of lessons to individuals, small groups or whole class groups
- Apply essential skills for classroom management at a basic level to gain and maintain students' attention and engagement
- Use information gathered through informal assessment strategies in lessons to evaluate the impact of his/ her teaching on student learning
- Respond to feedback about teaching and classroom management to modify and improve classroom practice
- Reflect on aspects of teachers' professional work including professional conduct and engagement with colleagues, students and other educational stakeholders

Section 3: Tasks and Activities

- Organised as a table that provides a detailed overview of tasks and activities for the placement
- Highlight tasks or activities directly related to the five aspects of teaching practice assessed on summative reports
- Ensure that the pre-service teacher is completing tasks that can be observed and measured for assessment of classroom practice
- Guide the collection of evidence in the Working Portfolio and for submission for Assessment Task 3 for Professional Practice or Professional Praxis units

Extract from Tasks and Activities Table - Professional Practice 2

Table 2: Pre-service teacher tasks and activities for Professional Practice 2		
Professional Practice Day/s	Activities	Evidence (Records to be maintained by the pre-service teacher)
Day 11 -15 (Week 1 of the assessable block)	<p>Continue observation as above with a focus on learning areas not observed during day visits</p> <p>Plan and teach at least one whole lesson daily. Lesson plans should include links to the curriculum, explicit learning goals, a clear instructional plan and a strategy for monitoring student learning. Specific classroom management considerations drawn from the classroom management plan should also be recorded on the lesson plan. Planning and teaching should include a sequence of lessons in at least one learning area leading up to students' demonstration of their learning in a summative assessment task.</p> <p>Collect work samples or other assessment information from teaching to identify the learning that has occurred and discuss modifications for follow-up lessons that will improve teaching practice and student learning with the supervising teacher</p> <p>Write a short reflection each day with a focus on strategies for promoting the engagement and learning of all students in the class group. The reflection should include a response to the supervising teacher's observations and feedback and identify ways to improve practice and professional learning for the remainder of the placement.</p>	<p>As above</p> <p>At least one completed lesson whole lesson plan per day with evaluation completed and adjustments made to follow up lessons to support student learning</p> <p>One reflection for each professional experience day</p>

The description of tasks ensure PSTs complete work suitable for meeting the criteria for AT3 in the unit..

Section 4: Observation focus (BEd booklets only)

- Supports feedback and assessment from classroom observations
- Provides a basis for pre-service teacher reflection on teaching practice
- Based on an “agreed focus” related to the descriptors in the Guide to Making Judgements for the placement
- Guides collegial discussion and supports the pre-service teacher’s professional learning and development of practical teaching skills

Extract from Observation Table: Professional Practice

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Table 3: Observation focus for feedback and monitoring of progress during Professional Practice 1	
Aspect of Teaching Practice / Link to the Australian Professional Standards for Teachers	Suggested Focus for Classroom Observation and Feedback
<p>Planning and Teaching</p> <p>2.2 Organise content into an effective learning and teaching sequence.</p> <p>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p> <p>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p>	<p>2.2 Closure of the lesson to consolidate learning</p> <p>3.1 Explanation of the lesson content and purpose to students</p> <p>3.5 Questioning and use of wait time to elicit student responses</p> <p>3.5 Modelling of appropriate vocabulary for the content being learnt:</p>

Section 5: Guide to Making Judgements

- Found in Assessment Section of all booklets as Appendix 2
- Describes the pre-service teacher's achievement "At expected level" for a particular placement
- Aligns with the expected outcomes, the table of tasks and activities and the specific focus areas of the Standards that are assessed in each placement
- Includes a list of "possible sources of evidence" for meeting the descriptors

Sample of Guide to Making Judgements – Professional Practice 2

Professional Practice 2 Guide to Making Judgements

Section 1: Planning effectively – preparing for teaching

Standard Descriptor: At expected level (A) –

The pre-service teacher develops whole class and small group lesson plans and learning sequences that align with the knowledge, understanding and skills of curriculum learning areas for the year level. The pre-service teacher prepares for teaching by identifying achievable learning goals for students and organising lesson content into a logical sequence that scaffolds the development of core concepts. With support from the supervising teacher, the pre-service teacher's planning shows a developing understanding of alignment between curriculum, learning and assessment and of teaching strategies that support students in meeting the literacy and numeracy demands of classroom tasks. The pre-service teacher's planning shows some awareness of the need to differentiate teaching strategies based on student diversity and differences in the learning styles and needs of student groups within the class.

Possible Sources of evidence

Interim and Summative Reports

- List the Standards that are the focus for assessment in the placement
- Include an Assessment Ratings table that links to the description of “At expected level” on the Guide to Making Judgements for a placement
- Are completed using Classroom Observations, Sources of Evidence and the Guide to Making Judgements for a placement to ensure consistent judgement of a pre-service teacher’s achievement

Sample of Rating Scale: Professional Practice 2

Assessment Ratings	
Exceeding expectations for PP2	Consistent evidence of knowledge, practice and engagement from Classroom Observations and Sources of Evidence that exceeds the criteria and descriptor on the Guide to Making Judgements for “ At Expectations ” for a second year pre-service teacher
At Expectations for PP2	Consistent evidence of knowledge, practice and engagement from Classroom observations and Sources of Evidence that demonstrates the criteria on the Guide to Making Judgements for “At expectations” for a second-year pre-service teacher.
Developing Towards expectations for PP2	Awareness of knowledge, practice and engagement outlined on the Guide to Making Judgements for “At expectations” for a second year pre-service teacher but inconsistent demonstration of evidence from Classroom observations and Sources of Evidence that meets the criteria on the Guide to Making Judgements.
Below expectations for PP2	Little or no evidence of knowledge, practice and engagement or awareness from Classroom Observations and Sources of Evidence that meets the criteria on the Guide to Making Judgements for “At expectations for a second-year pre-service teacher.